Instructional Plan Format

# Teacher Candidate: Ian Allison & Kelsey Conklin Date: Feb 15

Lesson Title: Building Phonetic Awareness

Learning Targets:

***When planning/writing your lesson include the following*:**

**EALR/Learning Target: GLE 1.1.2 Understand and apply phonological awareness and phonemic awareness.**

**TSWBAT: Identify words that start with "r" sound.**

**Schema: Should know all letters of the alphabet and be able to write or attempt to write all letters of the alphabet.**

Assessment Strategies:

***When planning/writing your lesson include the following:***

**Can be formative or summative. Most of the time it will be a formative assessment**

As students pick objects out of the box, as a class, they should be able to identify whether or not an object is an "r" word. At the end of the class students will be given a sheet of paper and asked to write an appropriate "r" word on it.

Grouping of Students for Instruction:

***When planning/writing your lesson include the following:***

**Specifically how are you going to group your students for this lesson? (Groups of two, four, individual, etc.)**

Students will be sitting on the "carpet" in a group (whole class).

Learning Experiences (example: Introduction, Questions, Learning Activities, Closure, and Independent Practice)

***When teaching the lesson you need to do the following:***

**This may be a repeat of some of the information already on this page but this is actually the teaching episode. It is what we will see you doing in front of the kids. We need enough detail in this section for a substitute to completely understand what they need to do with the lesson.**

Get the students to the carpet and tell them they will be practicing the "r" sound. Kelsey will readthe *My "r" Sound Box*. While Kelsey is reading the book, Ian will be writing "r" words on the board for later on in the lesson. After the book students will return to their desks. At this point Kelsey will go around the room and have students pull items out of a box. As a class we will decide if the item is an "r" word or not. If it is an "r" word it will get written on the board by Ian. After all students have pulled something out of the box the students will recieve a piece of paper where they will write their choice of an "r" word on it. Students can use the examples on the board if they would like. When they are done they can turn in their paper on their way to recess.

***When teaching your lesson you need to do the following:***

**Anticipatory Set**

**State the Learning Target**

**Learning Episode (this is the meat and potatoes of the lesson. It is the main part of the lesson)**

**Guided Practice**

**Closure**

**Independent Practice**

**Authentic Assessment**

Instructional Materials, Resources and Technology: (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets)

***How are you boxing, crating it, setting out for the students and for you?***

**These are the materials that you will use for this lesson. All the items need to be stated.**

*My "r" Sound Box* by Jane Belk Moncure.

Letter Strips

Box with "r" sound stuff.

Various household items or classroom items that begin with the letter r, and a few that do not.

**Meeting the Needs of Diverse Learners:**

To promote equity among students every child will get a change to pick from the sound box. Teachers will circulate around the room helping students during the writing portion. Children with special needs will be evaluated on a one on one basis.